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ABSTRACT

Schools, colleges, and departments of education (SCDE's) can respond to changes in enrollment patterns by reassessing their goals, and by focusing on the needs of educators to function in new and diverse situations. Many SCDE's provide courses or services that are helpful to nonschool educators, who have been described as educational services personnel or human services personnel. Twenty-two institutional representatives of the Tennessee Association of Colleges for Teacher Education (TACTE) were surveyed to determine their perceptions of: (1) roles they should play in preparing nonschool educators; (2) current institutional response to nonschool educators; and (3) problems of limited resources in implementing such programs. The availability of twenty core competencies was identified within present curricula. It was found that, although most of the institutions were making efforts to meet the needs of nonschool educators, few had a degree program. It was suggested that the TACTE support the SCDE's in meeting the needs of nonschool educators by providing a forum to share ideas and models, and to provide technical assistance to member institutions. (FG)

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THE ROLE OF SCDE'S IN SERVING NON-SCHOOL EDUCATORS

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THE ROLE OF SCDE'S IN SERVING NON-SCHOOL EDUCATORS

Introduction

In a time of reduced enrollment and decreasing demand for teachers, schools, colleges, and departments of education (SCDE's) are in a position to reconsider their overall goals. One of the first considerations that should be made is to determine if they are serving their current student or client groups adequately. Too, thought should be given to the broader aspect of professional education than that traditionally provided for school related personnel. There appear to be many educational services personnel, working in non-school settings, who are not currently being served by SCDE's.

A study conducted by the University of Wisconsin system pointed out the need to look beyond traditional programs to provide services for the non-school educators.

> Schools and colleges of education have several possible, appropriate missions. First, they should prepare the best possible professional personnel for the nation's elementary and secondary schools. Renewed emphasis in this direction is badly needed. Second, they should closely and actively involve themselves in general public school improvement. Third, they should explicitly and consciously prepare non-school educators and human service personnel. These are traditional functions that too many people, including university educators, have not recognized. Fourth, they should provide programming designed to inform students about the nature and function of education in American society. This important and pervasive institution should be understood universally. Finally, they should provide course work that contributes substantially to the student's general liberal or citizenship education.
>
> Schools, colleges, and departments of education should evaluate themselves in terms of these missions. Too frequently in the past, courses, majors, and minors have evolved piecemeal, resulting in a lack of coherence and direction. Now is the time to rethink, recategorize, and reorganize.[1]

What types of positions do these non-school educators hold? Barbara Burch in her paper on new missions for SCDE's recognized many non-school educators who should be served. She points out that:

> In summary, the potential students of Schools of Education who extend their missions to prepare Educational Services Professionals to work in non-school settings are both varied in job types being pursued and considerable in number. They may be serving a wide range of groups: public, private, government, business, industry, health care, and community, working in urban, rural, local, state, national or international settings. Their job categories may be that of program designer/developer, program coordinator/manager, consultant, counselor, administrator, working with different age groups and varied learning needs. As an Educational Services Professional they may be providing a number of different functions which include teaching, writing, training, directing/coordinating, analyzing, planning, implementing, generating knowledge, evaluating, and disseminating.[2]

Virtually every SCDE in the country is providing courses or services that would be helpful to the non-school educator and a number of institutions are making a strong commitment to preparation programs for such educators. Since the mid-seventies AACTE has been attempting to identify institutions that were providing degree programs for non-school educators. In fact, as recently as December, 1979, AACTE sponsored a conference for "Human Services and Teacher Education" designed to assist SCDE's in revising or developing programs for the preparation of non-school educators. From this conference it became clear that an increasing number of SCDE's across the country are attempting to provide programs for these individuals who are variously described as educational services personnel or human services personnel. Regardless of the label used to identify the educator in non-school settings, nationally there is a thrust to provide programs and services to this newly recognized, though legitimate, client group.

Questions to Be Addressed

In light of what is happening nationally in relation to preparing non-school educators, it seems there are some questions that any SCDE thinking of the possibility of developing programs for this client group should consider. These questions are:

1. Where does an institution stand philosophically in relationship to the SCDE's role in preparing non-school educators?

2. If such a program is philosophically acceptable, what kind of commitments and priorities does the institution want to give to it?
3. What is currently being done among the institutions in Tennessee in responding to the needs of the non-school educator?
4. What is or can be done within the limitations of current institutional resources?
5. What type of assistance will be needed by the institution planning to implement programs for non-school educators?

In an attempt to get a more accurate assessment of where the SCDE's in Tennessee are in relation to these questions, each of the chief institutional representatives of the TACTE member institutions were asked to respond to a questionnaire relating to this topic. The questionnaire was partially derived from a doctoral study sponsored by AACTE and a survey distributed by the University of Wisconsin.[3] Twenty-two usable responses are included in the tabulation of the data, which represents an overall description of the status of Tennessee's SCDE's in relation to serving the needs of non-school educators.

Where Do Instititions Stand Philosophically in Relationship to the SCDE's Role in Preparing Non-School Educators?

As indicated in Table 1, 17 institutions gave reasons why they are not now involved in planning for degree programs for non-school educators. None of the responding institutions indicated that their non-involvement was because they were philosophically opposed to the idea.

In an attempt to determine the extent of agreement about the SCDE's role in preparing non-school educators, institutional representatives were asked to express their agreement or disagreement relative to certain positional statements included in Table 2. Generally, there seemed to be strong support for the philosophy of programming for non-school educators. Nineteen of the 22 respondents either agreed or strongly agreed that "Generally, it is a good idea for schools of

education to expand their services to include the preparation of students for roles other than teaching in formal school settings." Fifteen of the responding institutional representatives felt the same way about the second statement, "The declining demand for elementary and secondary teachers should motivate schools of education to expand their services to preparation for non-school careers."

Table 1

REASONS FOR NOT CONSIDERING
OR OPERATING A DEGREE PROGRAM
FOR NON-SCHOOL EDUCATORS

REASONS	NUMBER OF SCDE's	PERCENT
Limited resources	5	29.4
Philosophically opposed	0	00.0
Lack of interest	2	11.8
Lack of information about it	5	29.4
No need in this service area	1	5.9
Just haven't gotten around to it	4	23.5
TOTAL	17	100.0

Seventeen chief institutional representatives agreed or strongly agreed that "The changing nature and growing importance of organized educational activity for persons of all ages outside the formal school setting now requires schools of education to expand their services to non-school educators." Eighteen respondents gave the same kind of support to the notion that "Schools of education should take an active leadership role in meeting the growing societal need for a large number of 'helping professionals' who have the knowledge and basic skills to move laterally across a variety of helping systems."

However, in determining the type of priority that should be given to programs for non-school educators, 14 of the chief institutional representatives who

responded agreed or strongly agreed that "Schools of education might direct resources toward preparation for non-school careers, but should not give this equal priority with upgrading and/or extending their services to formal school personnel."

In looking at the possibilities and impact of programming for non-school educators, the chief institutional representatives were again asked to indicate the extent of agreement with statements relating to this area. Fifteen of the respondents either disagreed or strongly disagreed with the statement that "If schools of education expand their services to include preparation for non-school careers, it will detract from the professionalization of teacher education." Fifteen respondents also disagreed or strongly disagreed with the following two premises: "Schools of education need not expand their services to persons serving as 'educators' outside of formal schools because these educators do not need the same level of professional preparation required by educators in school settings," and "Schools of education need not expand their services to persons working in educational roles in non-school settings because these educators are already adequately served by other university, community, and private resources." Seventeen respondents disagreed or strongly disagreed with the statement that: "Because of their concentration on the knowledge, attitudes, and skills required in the processes of formal schooling, most schools of education do not have the expertise to substantially contribute to the preparation of educators for work in non-school settings."

As can be seen from the information provided by the respondents, SCDE's in Tennessee generally believe that preparation programs for non-school educators are not only a responsibility of their institutions, but would not detract from their current program thrusts. Thus, it would seem that any lack of programming

Table 2

EXTENT OF AGREEMENT ABOUT
SCDE'S ROLE IN PREPARING
NON-SCHOOL EDUCATORS

STATEMENT	EXTENT OF AGREEMENT *1	2	3	4	5	MEAN
Generally, it is a good idea for schools of education to expand their services to include the preparation of students for roles other than teaching in formal school settings.	7	12	1	1	1	1.95
The declining demand for elementary and secondary teachers should motivate schools of education to expand their services to preparation for non-school careers.	4	11	2	3	2	2.45
The changing nature and growing importance of organized educational activity for persons of all ages outside of the formal school setting now requires schools of education to expand their services to non-school educators.	7	10	2	2	1	2.09
Schools of education should take an active leadership role in meeting the growing societal need for a large number of "helping professionals" who have the knowledge and basic skills to move laterally across a variety of helping systems.	10	8	2	1	1	1.86
Schools of education might direct resources toward preparation for non-school careers, but should not give this equal priority with upgrading and extending their services to formal school personnel.	6	8	4	3	1	2.31
If schools of education expand their services to include preparation for non-school careers, it will detract from the professionalization of teacher education.	1	1	5	11	4	3.73
Schools of education need not expand their services to persons serving as "educators" outside of formal schools because these educators do not need the same level of professional preparation required by educators in school settings.	2	1	4	8	7	3.77
Schools of education need not expand their services to persons working in educational roles in non-school settings because these educators are already adequately served by other university, community, and private resources.	1	1	5	10	5	3.77
Because of their concentration on the knowledge, attitudes, and skills required in the processes of formal schooling, most schools of education do not have the expertise to substantially contribute to the preparation of educators for work in non-school settings.	2	1	2	12	5	3.77

*(1) strongly agree (2) agree (3) have no opinion (4) disagree (5) strongly disagree

for non-school educators is not based on philosophical opposition to the belief that non-school educators are a legitimate client group for SCDE's.

If Such a Program Is Philosophically Acceptable, What Kind of Commitments and Priorities Do Institutions Want to Give to It?

As has already been indicated, the respondents believed that the current program thrust should be maintained at a high priority level. Table 3 indicates a variety of ways that could be used by SCDE's to provide for the needs of non-school educators. Seven of the responding institutional representatives believed that the best way for SCDE's to respond is "In cooperation with other agencies and units in the college or university, develop a new, broad-based degree program for a wide range of educators in non-school settings." Five respondents believed that they should "Develop a flexible, multi-faceted degree program based within schools of education." Eight respondents believed that a degree program is not necessary and that "Short of a full degree program, they should develop a limited number of credit-carrying courses, workshops, and conferences appropriate to the needs of a wide range of educators in non-school settings." One respondent believed that SCDE's could best "Provide for needs of non-school educators on a consulting basis."

Although programs for non-school educators are considered an important responsibility, most SCDE's believe that current program thrusts should continue to receive priority. Generally a degree program, whether offered by an SCDE or cooperatively with other units in the university, appears to be the preferred mode or pattern for serving non-school educators; yet a significant number of representatives believe that these needs can be met by programming that does not result in a degree program designed specifically for the non-school educator. When the responses are considered in closer detail, it would appear that even those who prefer a degree option recognize that SCDE's cannot

mount such a program alone without the support and cooperation of other units within the university.

Table 3

WAYS SCDE'S BELIEVE THEY SHOULD RESPOND TO MEET NEEDS OF NON-SCHOOL EDUCATORS

WAYS	NUMBER OF SCDE's	PERCENT
In cooperation with other agencies and units in the college or university, develop a new, broad-based degree program for a wide range of educators in non-school settings.	7	31.8
Develop a flexible, multi-faceted degree based within schools of education.	5	22.7
Short of a full degree program, develop a limited number of credit-carrying courses, workshops, and conferences appropriate to the needs of a wide range of educators in non-school settings.	8	36.3
Provide for needs of non-school educators on a consulting basis.	1	4.6
No response	1	4.6
TOTAL	22	100

What Is Currently Being Done Among Institutions in Tennessee in Response to the Needs of the Non-School Educator?

Of the 22 institutions responding to the questionnaire, Table 4 indicates that four of them were already operating at least one degree program designed to meet the needs of non-school educators. Two institutions were in the planning stages for such a degree program, and three were considering but had not yet made a decision to pursue such a program. Thirteen of the institutions were neither operating nor seriously considering a degree program for non-school educators at this time.

Those institutions who were attempting to contribute to the needs and professional preparation of non-school educators were doing so in a variety of ways, as shown in Table 5. Fourteen institutions were providing selected course offerings, six had degree programs, ten provided continuing education offerings, seven used field service activities, eleven provided services through individual faculty consultation, and two used other unspecified ways. Four institutions indicated they were not contributing to the preparation needs of non-school educators in any way.

It appears that most of the institutions are making some effort to meet the needs of non-school educators, but few of them are using a degree program as a means. When needs of non-school educators are being met at the responding institutions, this is being accomplished through varied techniques rather than an overall design.

Table 4

STATUS OF EFFORTS BY SCDE'S TO PROVIDE
DEGREE PROGRAMS FOR NON-SCHOOL EDUCATORS

STATUS	NUMBER OF SCDE'S	PERCENT
Already operating at least one degree program of this nature.	4	18.2
Already decided to pursue the operation of such a degree program, and we are now in the planning-proposing stages.	2	9.1
Seriously considering, but have not yet decided, to pursue the operation of such a degree program.	3	13.6
Currently neither seriously considering nor actually operating such a degree program.	13	59.1
TOTAL	22	100

Table 5

WAYS SCDE'S ARE CURRENTLY
CONTRIBUTING TO THE PROFESSIONAL
PREPARATION NEEDS OF NON-SCHOOL EDUCATORS

WAYS OF CONTRIBUTING	NUMBER	PERCENT
Through selected course offerings	14	63.6
Through degree programs	6	27.3
Through continuing education offerings	10	45.5
Through field service activities	7	31.8
Through individual faculty consultation	11	50.0
Other	2	9.1
We are not contributing in any way	4	18.2

What Is or Can Be Done Within the Limitations of Current Institutional Resources?

A list of twenty core competencies identified as needed by non-school educators was presented to the respondents of the SCDE's in Tennessee. They were asked to indicate which of these core competencies were presently available in their curricula, and if not available, to indicate whether the competency could be made available utilizing current resources. When these two responses were viewed together, as indicated in Table 6, more than half of the responding institutions indicated that they could accommodate all 20 core competencies in their present curricula. The range was from 54.6 percent in the competency relating to market training programs, to 95.5 percent in the competency related to counseling and the one relating to utilizing alternative instructional methods.

As indicated in Table 7, 13 of the institutions were currently including the competencies in their programs in such a way that needs of non-school educators could be served. Table 8 shows that six of those who do not believe that the competencies are now being provided in a manner that will meet the needs of non-school educators, believed that only a slight modification would be needed in their current offerings to accommodate these needs. Three respondents

Table 6

AVAILABILITY OF IDENTIFIED CORE COMPETENCIES FOR NON-SCHOOL EDUCATORS WITHIN THE PRESENT CURRICULUM

	COMPETENCIES	AVAILABLE		COULD BE AVAILABLE WITH PRESENT PROGRAM			
		N	%	N	%	TOTAL	%
A.	Design special programs for special needs	9	40.9	8	36.4	17	77.3
B.	Develop training materials and programs	9	40.9	6	27.3	15	68.2
C.	Evaluate skills	16	72.7	3	13.7	19	86.4
D.	Establish working relationships	14	65.6	5	22.8	19	86.4
E.	Determine program content	13	59.1	5	22.8	18	81.9
F.	Conduct needs assessments	13	59.1	4	18.2	17	77.3
G.	Explain recommendations	10	45.5	7	31.8	17	77.3
H.	Apply concepts of human development to programs	12	54.5	8	36.4	20	90.9
I.	Utilize adult learning theory	13	59.1	6	27.3	19	86.4
J.	Utilize alternate instructional methods	19	86.4	2	9.1	21	95.5
K.	Counsel	16	72.7	5	22.8	21	95.5
L.	Establish learning objectives	18	81.8	2	9.1	20	90.9
M.	Develop interview skills	10	45.5	8	36.4	18	81.9
N.	Prepare budgets	12	54.5	7	31.8	19	86.3
O.	Revise curriculum materials	15	68.2	3	13.7	18	81.9
P.	Analyze performance problems	13	59.1	6	27.3	19	86.4
Q.	Present technique	16	72.7	3	13.7	19	86.4
R.	Use audio-visual materials	17	77.3	2	9.1	19	86.4
S.	Project training needs	8	36.4	6	27.3	14	63.7
T.	Market training programs	6	27.3	6	27.3	12	54.6

Table 7

DESIGN OF PROGRAM TO DELIVER
IDENTIFIED CORE PROGRAM COMPETENCIES
FOR NON-SCHOOL EDUCATORS

	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
Competencies are provided in the program in such a way that the needs of non-school educators can be served.	13	59.1	8	36.4	1	4.5

Table 8

EXTENT OF MODIFICATION NEEDED
IN PRESENT CURRICULAR OFFERINGS
IN ORDER TO ACCOMMODATE THE NON-SCHOOL EDUCATORS

	FREQUENCY
Slight modification	6
Considerable modification	3
Major modification	1

believed that considerable modification would be needed in their curricula and one respondent believed major modification would be necessary.

There is an indication that the needs of non-school educators can be met, to a large extent, within the framework of the present curriculum. Where this is not possible institutional representatives seem to believe that the competencies needed could be provided with only slight modification of curriculum offerings.

What Type of Assistance Will Be Needed by Institutions Planning to Implement Programs for Non-School Educators

In an open-ended question, respondents were asked to indicate what type of activities or assistance would be helpful to SCDE's who are interested in doing more to meet the needs of non-school educators. Twenty-one different suggestions were offered and these fell into six different categories, indicating that there is a need for:

1. a needs assessment of the market potential to increase awareness and to determine employment opportunities;
2. models, guidelines and sharing of ideas on successful programs;
3. identification of curriculum needs for specific groups of non-school educators;
4. support and resources for staff development and program planning;
5. better communication and coordination between SCDE's and other units of the institution;
6. strategies for attracting non-school educators and potential non-school educators into appropriate programs.

Summary and Recommendations

At a time in higher education when enrollment patterns are changing, and the need for educators to function in new and diverse settings is ever-expanding, there is an opportunity for SCDE's to reassess their roles, and to plan for the most effective utilization of resources. It appears that the non-school educators are recognized by Tennessee's SCDE's as a legitimate client group, and it is further apparent that this client group has not been adequately served. SCDE's in Tennessee are sensitive to this and have a desire to provide for the needs of non-school educators in appropriate ways. SCDE's which do in fact have a desire to serve this new client group will of necessity need to review and perhaps redefine their institutional goals. Such a reassessment can assist the institution in establishing priorities for programs and resources so that the non-school educator, as well as other client groups, can be adequately served.

In order to assist SCDE's in Tennessee to program as effectively as possible to meet the needs of non-school educators, the following recommendations are made:

1. It is recommended that TACTE affirm its position in relation to the appropriateness of SCDE's providing programming to meet the needs of non-school educators.
2. It is recommended that TACTE provide a forum for the sharing of successful ideas, models, and strategies to facilitate efforts of SCDE's in accommodating the needs of non-school educators.
3. It is recommended that TACTE provide appropriate technical assistance to its member institutions which will enable them to become more responsive and effective in providing preparation opportunities for non-school educators.

Footnotes

[1]Educational Policy Advisory Council, Preliminary Report: Responsibilities of Colleges of Education, The University of Wisconsin System, Madison, Wisconsin, p. 70.

[2]Burch, B. G., "New Missions for Colleges of Education," A paper presented to the Teacher Education Council of State Colleges and Universities, Nashville, Tennessee, October 25, 1979, p. 12.

[3]"Preparing Educators for Roles in Non-School Settings," A national survey by Educational Studies Program, The University of Wisconsin, Milwaukee, Wisconsin, 1978.

Appendix

PROFESSIONAL PREPARATION OF THE NON-SCHOOL EDUCATOR

1. Name of School _____

2. Number of faculty in the education unit _____

3. Approximate number of education majors awarded degrees annually

   _____ Baccalaureate

   _____ Master's

   _____ Post-master's

* * * * * * * * * * *

1. Please check the following statement which best describes your department's or school's current effort to provide a degree program (baccalaureate and/or graduate) specifically oriented to the preparation of students for careers outside of the formal school setting.

   A. _____ We are already operating at least one degree program of this nature.

   B. _____ We have already decided to pursue the operation of such a degree program, and we are now in the planning-proposing stages.

   C. _____ We are seriously considering, but have not yet decided, to pursue the operation of such a degree program.

   D. _____ We are currently neither seriously considering nor actually operating such a degree program.

2. If your response to Question 1 was D, please indicate by checking the appropriate item(s) below as to why you are neither considering nor operating such a program:

   A. _____ Limited resources

   B. _____ Philosophically opposed

   C. _____ Lack of interest

   D. _____ Lack of information about it

   E. _____ No need in this service area

   F. _____ Just haven't gotten around to it

   G. _____ Other

* * * * * * * * * * *

3. While some educators have recommended that schools of education develop degree programs for preparation in non-school careers, others have suggested serving this population in different ways. From the list of options below, please check the <u>one</u> that you feel <u>best</u> describes the primary direction in which schools of education should move.

   A. _____ In cooperation with other agencies and units in the college or university, develop a new, broad-based degree program for a wide range of educators in non-school settings.

   B. _____ Develop a flexible, multi-faceted degree program based within schools of education.

   C. _____ Short of a full degree program, develop a limited number of credit-carrying courses, workshops, and conferences appropriate to the needs of a wide range of educators in non-school settings.

   D. _____ Develop only short-term conferences, workshops, and resource centers.

   E. _____ Develop printed and audio-visual training materials for use by persons within their non-school organizations.

   F. _____ Provide for needs of non-school educators on a consulting basis.

   G. _____ Other (please specify) _____

4. Each statement below refers to the prospect of schools of education expanding their services to include programs specifically oriented to the preparation of students for careers outside of the formal school settings.

After reading each statement, circle the most appropriate response:

(1) strongly agree (2) agree (3) have no opinion (4) disagree (5) strongly disagree

A.	Generally, it is a good idea for schools of education to expand their services to include the preparation of students for roles other than teaching in formal school settings.	1	2	3	4	5
B.	The declining demand for elementary and secondary teachers should motivate schools of education to expand their services to preparation for non-school careers.	1	2	3	4	5
C.	The changing nature and growing importance of organized educational activity for persons of all ages outside of the formal school setting now require schools of education to expand their services to non-school educators.	1	2	3	4	5
D.	Schools of education should take an active leadership role in meeting the growing societal need for a large number of "helping professionals" who have the knowledge and basic skills to move laterally across a variety of helping systems.	1	2	3	4	5
E.	Schools of education might direct resources toward preparation for non-school careers, but should not give this equal priority with upgrading and/or extending their services to formal school personnel.	1	2	3	4	5
F.	If schools of education expand their services to include preparation for non-school careers, it will detract from the professionalization of teacher education.	1	2	3	4	5
G.	Schools of education need not expand their services to persons serving as "educators" outside of formal schools because these educators do not need the same level of professional preparation required by educators in school settings.	1	2	3	4	5
H.	Schools of education need not expand their services to persons working in educational roles in non-school settings because these educators are already adequately served by other university, community, and private resources.	1	2	3	4	5
I.	Because of their concentration on the knowledge, attitudes, and skills required in the processes of formal schooling, most schools of education do not have the expertise to substantially contribute to the preparation of educators for work in non-school settings.	1	2	3	4	5

* * * * * * * * * * *

5. Below is a list of "core competencies" identified as needed by educators working in non-school settings. Please check the appropriate responses for each competency:

		Available in Present Curriculum?		If Not Available, Could It Be Made Available With Current Resources?	
		Yes	No	Yes	No
A.	Design special programs for special needs	___	___	___	___
B.	Develop training materials and programs	___	___	___	___
C.	Evaluate skills	___	___	___	___
D.	Establish working relationships	___	___	___	___
E.	Determine program content	___	___	___	___
F.	Conduct needs assessments	___	___	___	___
G.	Explain recommendations	___	___	___	___
H.	Apply concepts of human development to programs	___	___	___	___
I.	Utilize adult learning theory	___	___	___	___
J.	Utilize alternate instructional methods	___	___	___	___
K.	Counsel	___	___	___	___
L.	Establish learning objectives	___	___	___	___
M.	Develop interview skills	___	___	___	___
N.	Prepare budgets	___	___	___	___
O.	Revise curriculum materials	___	___	___	___
P.	Analyze performance problems	___	___	___	___
Q.	Present techniques	___	___	___	___
R.	Use audio-visual materials	___	___	___	___
S.	Project training needs	___	___	___	___
T.	Market training programs	___	___	___	___

6. Are the competencies in Question 5 provided in your program in such a way that the needs of non-school educators could be served?

___ Yes

___ No

7. If the answer to Question 6 is "No," to what extent would you need to modify your present curricular offerings to accommodate the needs of the non-school educator?

___ Slight modification

___ Considerable

___ Major

8. Indicate in what ways your college currently is contributing to the professional preparation needs of non-school educators:

A. _____ Through selected course offerings

B. _____ Through degree programs

C. _____ Through continuing education offerings

D. _____ Through field service activities

E. _____ Through individual faculty consultation

F. _____ Other

G. _____ We are not contributing in any way

9. What types of activities or assistance would be helpful to colleges of education which are interested in doing more to meet the needs of non-school educators?